

# DIGITAL THEATRE+

## Florida English Language Arts Standards:

Florida's Next Generation Sunshine State Standards are due to remain in effect for the 2020-2021 school year.

The new Benchmarks for Excellent Student Thinking will be fully implemented in the 2021-2022 school year.

In order to support teachers with future planning, we've aligned the platform to both sets of standards.

Use the links below to select the relevant alignment document:

- [Next Generation Sunshine State Standards \(NGSSS\)](#)
- [Benchmarks for Excellent Student Thinking \(B.E.S.T.\)](#)

# DIGITAL THEATRE+

## Florida Next Generation Sunshine State Standards (NGSSS) English Language Arts Standards

DT+ is highly aligned to Grades 9-10 Reading Standards for Literature and Grades 11-12 Reading Standards for Literature of the Florida Next Generation Sunshine State Standards for ELA. While we have content and resources for the other strands and standards, this is the primary area we are designed to support

<b>Very high</b>	DT+ is the only resource you need to teach this standard.	<b>High</b>	DT+ can be your primary resource when teaching this standard.
<b>Medium</b>	DT+ will be one of a number of resources used to fully cover the teaching of this standard.	<b>Low</b>	DT+ has content for this standard and it will be used to supplement your primary resources.

### Grades 9-10

	Standards	Strength
<b>LAFS.910.RL.1: Key Ideas and Details</b>	LAFS.910.RL.1.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<b>High</b>
	LAFS.910.RL.1.2 - Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	<b>High</b>
	LAFS.910.RL.1.3 - Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	<b>High-Very High</b>

	Standards	Strength
<b>LAFS.910.RL.2: Craft and Structure</b>	LAFS.910.RL.2.4 - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	<b>High</b>
	LAFS.910.RL.2.5 - Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	<b>Medium</b>
	LAFS.910.RL.2.6 - Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	<b>High</b>

	Standards	Strength
<b>LAFS.910.RL.3: Integration of Knowledge and Ideas</b>	LAFS.910.RL.3.7 - Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).	<b>High</b>
	LAFS.910.RL.3.9 - Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	<b>High</b>

	Standards	Strength
<b>LAFS.910. RL.4: Range of Reading and Level of Text Complexity</b>	LAFS.910.RL.4.10 - By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.	Medium

## Grades 11-12

	Standards	Strength
<b>LAFS.1112. RL.1: Key Ideas and Details</b>	LAFS.1112.RL.1.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	High
	LAFS.1112.RL.1.2 - Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	High
	LAFS.1112.RL.1.3 - Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	High

	Standards	Strength
<b>LAFS.1112. RL.2: Craft and Structure</b>	LAFS.1112.RL.2.4 - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	High
	LAFS.1112.RL.2.5 - Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	High
	LAFS.1112.RL.2.6 - Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	Medium

	Standards	Strength
<b>LAFS.1112. RL.3: Integration of Knowledge and Ideas</b>	LAFS.1112.RL.3.7 - Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)	Very High
	LAFS.1112.RL.3.9 - Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.	Low

	Standards	Strength
<b>LAFS.1112. RL.4: Range of Reading and Level of Text Complexity</b>	LAFS.1112.RL.4.10 - By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.	Medium

## Florida Benchmarks for Excellent Student Thinking (B.E.S.T.) English Language Arts Standards

<b>Very high</b>	DT+ is the only resource you need to teach this standard.	<b>High</b>	DT+ can be your primary resource when teaching this standard.
<b>Medium</b>	DT+ will be one of a number of resources used to fully cover the teaching of this standard.	<b>Low</b>	DT+ has content for this standard and it will be used to supplement your primary resources.

### GRADE 9

#### Reading:

	Standards	Strength
<b>Reading Prose &amp; Poetry</b>	ELA.9.R.1.1: Literary Elements - Explain how key elements enhance or add layers of meaning and/or style in a literary text.	<b>Very High</b>
	ELA.9.R.1.2: Theme - Analyze universal themes and their development throughout a literary text.	<b>Very High</b>
	ELA.9.R.1.3: Perspective and Point of View - Analyze the influence of narrator perspective on a text, explaining how the author creates irony or satire.	<b>Medium</b>
	ELA.9.R.1.4: Poetry - Analyze the characters, structures, and themes of epic poetry.	<b>Low</b>

	Standards	Strength
<b>Reading Informational Text</b>	ELA.9.R.2.1: Structure - Analyze how multiple text structures and/or features convey a purpose and/or meaning in texts.	<b>Low</b>
	ELA.9.R.2.2: Central Idea - Evaluate the support an author uses to develop the central idea(s) throughout a text.	<b>Low-Medium</b>
	ELA.9.R.2.3: Purpose and Perspective - Analyze how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language.	<b>Low-Medium</b>
	ELA.9.R.2.4: Argument - Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims.	<b>Low</b>

	Standards	Strength
<b>Reading Across Genres</b>	ELA.9.R.3.1: Interpreting Figurative Language - Explain how figurative language creates mood in text(s).	<b>High</b>
	ELA.9.R.3.2: Paraphrasing and Summarizing - Paraphrase content from grade-level texts.	<b>High</b>
	ELA.9.R.3.3: Comparative Reading - Compare and contrast the ways in which authors have adapted mythical, classical, or religious literary texts.	<b>Medium</b>
	ELA.9.R.3.4: Understanding Rhetoric - Explain an author's use of rhetoric in a text.	<b>Medium-High</b>

## Communication:

	Standards	Strength
Communicating through Writing	ELA.9.C.1.2: Narrative Writing - Write narratives using narrative techniques, varied transitions, and a clearly established point of view.	Medium
	ELA.9.C.1.3: Argumentative Writing - Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and a tone appropriate to the task	Low
	ELA.9.C.1.4: Expository Writing - Write expository texts to explain and analyze information from multiple sources, using a logical organization, varied purposeful transitions, and a tone appropriate to the task.	Low
	ELA.9.C.1.5: Improving Writing - Improve writing by considering feedback from adults, peers, and/or online editing tools, revising for clarity and cohesiveness.	Low

	Standards	Strength
Communicating Orally	ELA.9.C.2.1: Oral presentation - Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.	Low

	Standards	Strength
Following Conventions	ELA.9.C.3.1: Conventions - Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.	Low

	Standards	Strength
Researching	ELA.9.C.4.1: Researching and Using Information - Conduct research to answer a question, drawing on multiple reliable and valid sources, and refining the scope of the question to align with findings.	High

	Standards	Strength
Creating & Collaborating	ELA.9.C.5.1: Multimedia - Create digital presentations with coherent ideas and a clear perspective.	Low
	ELA.9.C.5.2: Technology in Communication - Use online collaborative platforms to create and export publication-ready quality writing tailored to a specific audience	Low

## Vocabulary:

	Standards	Strength
Finding Meaning	ELA.9.V.1.1: Academic Vocabulary - Integrate academic vocabulary appropriate to grade level in speaking and writing.	Very High
	ELA.9.V.1.2: Morphology - Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.	Low-Medium
	ELA.9.V.1.3: Context and Connotation - Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.	Very High

# GRADE 10

## Reading:

	Standards	Strength
Reading Prose & Poetry	ELA.10.R.1.1: Literary Elements - Analyze how key elements enhance or add layers of meaning and/or style in a literary text.	Very High
	ELA.9.R.1.2: Theme - Analyze universal themes and their development throughout a literary text.	Very High
	ELA.10.R.1.3: Perspective and Point of View - Analyze coming of age experiences reflected in a text and how the author represents conflicting perspectives.	Medium-High
	ELA.10.R.1.4: Poetry - Analyze how authors create multiple layers of meaning and/or ambiguity in a poem.	Low

	Standards	Strength
Reading Informational Text	ELA.10.R.2.1: Structure - Analyze the impact of multiple text structures and the use of features in text(s).	Low
	ELA.10.R.2.2: Central Idea - Analyze the central idea(s) of historical American speeches and essays.	Nil
	ELA.10.R.2.3: Purpose and Perspective - Analyze an author's choices in establishing and achieving purpose(s) in historical American speeches and essays.	Nil
	ELA.10.R.2.4: Argument - Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims, and analyzing the ways in which the authors use the same information to achieve different ends.	Low

	Standards	Strength
Reading Across Genres	ELA.10.R.3.1: Interpreting Figurative Language - Analyze how figurative language creates mood in text(s).	High
	ELA.10.R.3.2: Paraphrasing and summarizing - Paraphrase content from grade-level texts.	High
	ELA.10.R.3.3: Comparative Reading - Analyze how mythical, classical, or religious texts have been adapted.	Medium
	ELA.10.R.3.4: Understanding Rhetoric - Analyze an author's use of rhetoric in a text.	Medium-High

## Communication:

	Standards	Strength
Communicating through Writing	ELA.10.C.1.2: Narrative Writing - Write narratives using an appropriate pace to create tension, mood, and/or tone.	Medium
	ELA.10.C.1.3: Argumentative Writing - Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and maintaining a formal and objective tone.	Low
	ELA.10.C.1.4: Expository Writing - Write expository texts to explain and analyze information from multiple sources, using a logical organization, purposeful transitions, and a tone and voice appropriate to the task.	Low
	ELA.10.C.1.5: Improving Writing - Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to address the needs of a specific audience.	Low

	Standards	Strength
<b>Communicating Orally</b>	ELA.10.C.2.1: Oral presentation - Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.	Low

	Standards	Strength
<b>Following Conventions</b>	ELA.10.C.3.1: Conventions - Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.	Low

	Standards	Strength
<b>Researching</b>	ELA.10.C.4.1: Researching and Using Information - Conduct research to answer a question, refining the scope of the question to align with findings, and synthesizing information from multiple reliable and valid sources.	High

	Standards	Strength
<b>Creating &amp; Collaborating</b>	ELA.10.C.5.1: Multimedia - Create digital presentations to improve understanding of findings, reasoning, and evidence.	Low
	ELA.10.C.5.2: Technology in Communication - Use online collaborative platforms to create and export publication-ready quality writing tailored to a specific audience, integrating multimedia elements.	Low

## Vocabulary:

	Standards	Strength
<b>Finding Meaning</b>	ELA.10.V.1.1: Academic Vocabulary - Integrate academic vocabulary appropriate to grade level in speaking and writing.	Very High
	ELA.10.V.1.2: Morphology - Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.	Low-Medium
	ELA.10.V.1.3: Context and Communication - Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.	Very High

## GRADE 11

### Reading:

	Standards	Strength
<b>Reading Prose &amp; Poetry</b>	ELA.11.R.1.1: Literary Elements - Evaluate how key elements enhance or add layers of meaning and/or style in a literary text.	Very High
	ELA.11.R.1.2: Theme - Track and analyze universal themes in literary texts from different times and places.	Very High
	ELA.11.R.1.3: Perspective and Point of View - Analyze the author's choices in using juxtaposition to define character perspective.	Medium
	ELA.11.R.1.4: Poetry - Analyze ways in which poetry reflects themes and issues of its time period.	Low

	<b>Standards</b>	<b>Strength</b>
<b>Reading Informational Text</b>	ELA.11.R.2.1: Structure - Evaluate the structure(s) and features in texts.	<b>Low</b>
	ELA.11.R.2.2: Central Idea - Analyze the central idea(s) of speeches and essays from the Classical Period.	<b>Low</b>
	ELA.11.R.2.3: Purpose and Perspective - Analyze an author's choices in establishing and achieving purpose(s) in speeches and essays from the Classical Period.	<b>Low</b>
	ELA.11.R.2.4: Argument - Compare the development of multiple arguments on the same topic, evaluating the effectiveness and validity of the claims, the authors' reasoning, and the ways in which the authors use the same information to achieve different ends.	<b>Low</b>

	<b>Standards</b>	<b>Strength</b>
<b>Reading Across Genres</b>	ELA.11.R.3.1: Interpreting Figurative Language - Analyze the author's use of figurative language and explain examples of allegory.	<b>High</b>
	ELA.11.R.3.2: Paraphrasing and Summarizing - Paraphrase content from grade-level texts.	<b>High</b>
	ELA.11.R.3.3: Comparative Reading - Compare and contrast how contemporaneous authors address related topics, comparing the authors' use of reasoning, and analyzing the texts within the context of the time period.	<b>Medium-High</b>
	ELA.11.R.3.4: Understanding Rhetoric - Evaluate an author's use of rhetoric in text.	<b>Medium-High</b>

## Communication:

	<b>Standards</b>	<b>Strength</b>
<b>Communicating through Writing</b>	ELA.11.C.1.2: Narrative Writing - Write complex narratives using appropriate techniques to establish multiple perspectives.	<b>Medium</b>
	ELA.11.C.1.3: Argumentative Writing - Write literary analysis to support claims, using logical reasoning, credible evidence from sources, and elaboration, demonstrating an understanding of literary elements.	<b>Medium</b>
	ELA.11.C.1.4: Expository Writing - Write an analysis of complex texts using logical organization and a tone and voice appropriate to the task and audience, demonstrating an understanding of the subject.	<b>Medium</b>
	ELA.11.C.1.5: Improving Writing - Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to improve clarity, structure, and style.	<b>Low</b>

	<b>Standards</b>	<b>Strength</b>
<b>Communicating Orally</b>	ELA.11.C.2.1: Oral Presentation - Present information orally, with a logical organization, coherent focus, and credible evidence, while employing effective rhetorical devices where appropriate.	<b>Low</b>

	<b>Standards</b>	<b>Strength</b>
<b>Following Conventions</b>	ELA.11.C.3.1: Conventions - Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.	<b>Low</b>

	<b>Standards</b>	<b>Strength</b>
<b>Researching</b>	ELA.11.C.4.1: Researching and Using Information - Conduct literary research to answer a question, refining the scope of the question to align with interpretations of texts, and synthesizing information from primary and secondary sources.	<b>High</b>

	Standards	Strength
Creating & Collaborating	ELA.11.C.5.1: Multimedia - Create digital presentations to improve the experience of the audience.	Low
	ELA.11.C.5.2: Technology in Communication - Create and export quality writing tailored to a specific audience, integrating multimedia elements, publishing to an online or LAN site.	Low

## Vocabulary:

	Standards	Strength
Finding Meaning	ELA.11.V.1.1: Academic Vocabulary - Integrate academic vocabulary appropriate to grade level in speaking and writing.	Very High
	ELA.11.V.1.2: Morphology - Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.	Low-Medium
	ELA.11.V.1.3: Context and Connotation - Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.	Very High

## GRADE 12

### Reading:

	Standards	Strength
Reading Prose & Poetry	ELA.12.R.1.1: Literary Elements - Evaluate how key elements enhance or add layers of meaning and/or style in a literary text and explain the functional significance of those elements in interpreting the text.	Very High
	ELA.12.R.1.2: Theme - Analyze two or more themes and evaluate their development throughout a literary text.	Very High
	ELA.12.R.1.3: Perspective and Point of View - Evaluate the development of character perspective, including conflicting perspectives.	Very High
	ELA.12.R.1.4: Poetry - Evaluate works of major poets in their historical context.	Low

	Standards	Strength
Reading Informational Text	ELA.12.R.2.1: Structure - Evaluate the structure(s) and features in texts, identifying how the author could make the text(s) more effective.	Low
	ELA.12.R.2.2: Central Idea - Evaluate how an author develops the central idea(s), identifying how the author could make the support more effective.	Low-Medium
	ELA.12.R.2.3: Purpose and Perspective - Evaluate an author's choices in establishing and achieving purpose(s).	Low-Medium
	ELA.12.R.2.4: Argument - Compare the development of multiple arguments in related texts, evaluating the validity of the claims, the authors' reasoning, use of the same information, and/or the authors' rhetoric.	Low

	Standards	Strength
Reading Across Genres	ELA.12.R.3.1: Interpreting Figurative Language - Evaluate an author's use of figurative language.	High
	ELA.12.R.3.2: Paraphrasing and Summarizing - Paraphrase content from grade-level texts.	High
	ELA.12.R.3.3: Comparative Reading - Analyze the influence of classic literature on contemporary world texts.	Medium-High
	ELA.12.R.3.4: Understanding Rhetoric - Evaluate rhetorical choices across multiple texts.	Medium-High

## Communication:

	Standards	Strength
Communicating through Writing	ELA.12.C.1.2: Narrative Writing - Write complex narratives using appropriate techniques to establish multiple perspectives and convey universal themes.	Medium
	ELA.12.C.1.3: Argumentative Writing - Write arguments to support claims based on an in-depth analysis of topics or texts using valid reasoning and credible evidence from sources, elaboration, and demonstrating a thorough understanding of the subject.	Low
	ELA.12.C.1.4: Expository Writing - Write an in-depth analysis of complex texts using logical organization and appropriate tone and voice, demonstrating a thorough understanding of the subject.	Medium
	ELA.12.C.1.5: Improving Writing - Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to enhance purpose, clarity, structure, and style.	Low

	Standards	Strength
Communicating Orally	ELA.12.C.2.1: Oral Presentation - Present information orally, with a logical organization, coherent focus, and credible evidence while employing effective rhetorical devices where appropriate.	Low

	Standards	Strength
Following Conventions	ELA.12.C.3.1: Conventions - Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.	Low

	Standards	Strength
Researching	ELA.12.C.4.1: Researching and Using Information - Conduct research on a topical issue to answer a question and synthesize information from a variety of sources.	High

	Standards	Strength
Creating & Collaborating	ELA.12.C.5.1: Multimedia - Design and evaluate digital presentations for effectiveness.	Low
	ELA.12.C.5.2: Technology in Communications - Create, publish, and share multimedia texts through a variety of digital formats.	Low

# Vocabulary:

	<b>Standards</b>	<b>Strength</b>
<b>Finding Meaning</b>	ELA.12.V.1.1: Academic Vocabulary - Integrate academic vocabulary appropriate to grade level in speaking and writing.	<b>Very High</b>
	ELA.12.V.1.2: Morphology - Apply knowledge of etymology, derivations, and commonly used foreign phrases to determine meanings of words and phrases in grade-level content.	<b>Low-Medium</b>
	ELA.12.V.1.3: Context and Connotation - Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.	<b>Very High</b>